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ABSTRACT

Project Impact is an innovative three year program being carried out in mutual cooperation by the Cleveland Public Schools and the Department of Education at Case Western Reserve University in Cleveland, Ohio with Elementary Secondary Education Act Title III funding. The program seeks to humanize the educational process in the urban schools by working with teachers to benefit the students. There were four broad goals set for the project: (1) that the public schools and the university will cooperatively develop, implement, and evaluate an inservice program designed to foster more stimulating, personalized, and humanized school learning environments; (2) that participating teachers will grow in self-awareness, self-direction, and competence in utilizing a variety of affective instructional and motivational strategies appropriate to pupils' learning styles; (3) pupils of participating teachers will become more aware of their own learning styles relative to affective and cognitive development; and (4) the project will try to determine the amount of involvement and expansion of the inservice program necessary to effect change in school outlook and climate. (Author/JM)

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A paper presented at the American Educational Research Association Annual Meeting in Washington, D.C. 1975.

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Cleveland's Project Impact-a self-perpetuating inservice program for the urban school.

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Introduction

Project Impact is an innovative three year program being carried out in mutual cooperation by the Cleveland Public Schools and the Department of Education at Case Western Reserve University in Cleveland, Ohio with Title III funding. The program seeks to humanize the educational process in the urban schools by working with teachers to benefit the students. There were four broad goals set for the project:

1) The public schools and the University would cooperatively develop, implement and evaluate an inservice program designed to foster more stimulating, personalized and humanized school learning environments.
2) Participating teachers will grow in self-awareness, self-direction and competence in utilizing a variety of affective instructional and motivational strategies appropriate to pupils' learning styles.
3) Pupils of participating teachers will become more aware of their own learning styles relative to affective and cognitive development.
4) The project would try to determine the amount of involvement and expansion of the inservice program that was necessary to effect change in school outlook and climate.

The cruciality of the need for advancing teachers' and pupils' competencies in affective as well as cognitive domains is especially evident to educators in urban environments. One cannot assume that attainment of cognitive objectives results in the pupil exhibiting the desired affective behavior patterns. While teachers may have been exposed to the affective

aspects of learning, they may lack the training necessary for implementing instructional strategies that mesh with the pupils' learning styles as well as to the cognitive and affective components of the curriculum. However, awareness of techniques is not enough. Research indicates that teachers' and pupils' classroom performance is related with their self-concepts. A teacher must be armed with techniques and a firm source of moral support from other professionals coupled with a strong, positive self-concept.

Surveys have shown that teachers request assistance in developing diagnostic skills to discern learner needs and techniques to deal with these needs. The underlying principle of Impact is that a teacher must be able to deal effectively with higher levels of both affective and cognitive domains in order to develop humane students who are fully functioning and creative people.

Model of Project Impact

Project Impact was designed to be an inservice program that has a self-perpetuating model. Figure 1 shows the model from the standpoint of the participating teachers and the university personnel for a three year period. The model called for 30 participating teachers the first year. About 26 completed the program. At the end of the first year, 60 persons were recruited to participate the second year. This group of 60 also served as a "control group" for the first year participants. At the end of the second year, another group of 60 teachers will be recruited for the third year, and they will serve as controls for the second year participants. At the completion of the third year of Impact, approximately 125 teachers will have participated.

During the first year, the University supplies the two group leaders.

Two graduate students serve as trainees or apprentices. The graduate students become full fledged group leaders in the second year, resulting in four group leaders from the University. At the end of the first year, participating teachers are asked to volunteer as apprentices the second year. After an interviewing process, four are chosen who seem committed enough to serve two years. Thus, in the second year, the 4 groups are led by a University trainer with a public school teacher apprentice. At the conclusion of the second year, 4 more participating teachers become apprentices for the third year. During the third year, the 4 second year teacher apprentices become the group leaders with teacher apprentices. The University withdraws to a consulting role and has left a program that will continue without the University's personnel.

It is realistic to assume that over a five year period, up to 300* teachers could participate in a program of this type. One could also hope for a steady pool of 4-6 group leaders each year. The Impact model probably should not exceed 6 groups or the administration could become cumbersome. The model works well for school systems that want to make particular buildings or areas of the community "targets" for the program. In Cleveland, the "target" area is the Collinwood section of Cleveland, an area experiencing a good deal of racial conflict. The first year target school was a racially mixed elementary school, the second year is a racially mixed junior high school. A program of this type can help build the professional morale of the teachers, to better aid them in meeting the challenges of the urban school system.

* 300 x 35 = 10,500 Students

Inservice Sessions

The design of Impact is twentyfour structured two hour weekly sessions held from September through April. Fifteen participants and one trainer and one co-trainer make up each seminar group. The theory of this process is founded on the belief that functioning teachers in classroom situations most effectively actualize their own giftedness, skills and potential when they have an opportunity for experiential learning. The material, activities, exercises and lecturettes in this sequence were created and designed as a developmental process. That process is a continuum for growth that is not especially relevant to any one moment or point in time, but rather encompassess a period of time. This program in humanistic education (including the affective, or feeling, psychomotor, or body movement, as well as the cognitive or thinking aspects, gives attention to the educators concern for the way in which to derive learning from experience. These experiential people-based activities are intended to enhance the process of teaching. Participants are volunteers and recruitment efforts can be aimed at "target" schools.

The first half of Impact is devoted to the teacher as a person. Each participant is brought to an awareness of his own strengths, internal or external motivations, goals and personal values. The art of goal setting and achievement is emphasized to acquaint the participants with the way in which to enlarge their own personal potential. The second half of Impact concerns itself with developing these teaching skills which might require some risk for the teacher if not done in a supportive climate. Thus, climate setting, verbal and non-verbal procedures, role playing, sociodrama, classroom evaluation, as well as practice in various teaching modes permits a teacher to use the knowledge and awareness that was learned during the first

half to develop as the tools to acquire the skills presented later in the sequence of lessons. In these later sessions the group learns to view the classroom from the students' viewpoint, and cooperatively develops strategies to use in their classes. The teachers try out the strategies and report back to the group the successes and failures. The lessons are structured so as to develop as much input from the participants as possible. It is expected that creative teachers foster creative students.

Design and Measures

Design

For data analysis purposes, Project Impact used a two factor design with the factors partially crossed. The factors were Groups (participants, and controls) and Time (Sept., Feb., and May). The control group (the next year's participants) was only measured in May for analyses conducted over the academic year, thus resulting in a partially crossed design.

	September	December	May
Participants	X	X	X
Controls (future participants)			X

Project Impact design for an academic year.

The data analysis was conducted as a one-way repeated measures design for the participants and Behrens-Fisher t-tests were conducted between the controls' scores and the participants' scores (Winer, 1962; Games and Klare, 1967). For multiple comparisons of the means on the one-way repeated measures design the Newman-Keuls test was used (Games, 1971).

Measures

The two instruments used to measure change in Project Impact during the first year were the Personal Orientation Inventory (Shostrum, 1966) and the Flanders Interaction Analysis (1967).

The POI was an instrument developed to provide a comprehensive measure of an individual's values and behaviors that lead to self-actualization. In terms of measuring the participants' growth and self-awareness, and self-direction, the POI is considered to be one of the better standardized instruments (Buros, 1972). It is an inventory consisting of 150 two-choice comparative value and behavior judgments (some call this a forced choice inventory). While the instrument was primarily designed to be used with one individual at a time, it has two scales that are capable of detecting group changes and/or differences. These two are the inner-directed and time competent scales. The time competent person is:

> "...able to tie the past and the future to the present in meaningful continuity. He appears to be less burdened by guilts, regrets, and resentments from the past than is the non-self actualized person, and his aspirations are tied meaningfully to present working goals. He has faith in the future without rigid or over-idealistic goals... individuals past and future orientations are depicted as reflecting positive mental health to the extent that his past is used for reflective thought and the future is tied to present goals." (Shostrum, 1966, p. 15)

The inner directed person is one who:

> "...appears to have incorporated a psychic "gyroscope" which is started by parental influences and later on is further influenced by other authority figures. The inner-directed man goes through life apparently independent, but still obeying this inner piloting. The source of inner-direction seems to be implanted early in life and the direction is guided by a small number of principles. The source of direction for the individual is inner in the sense that he is guided by internal motivations rather than external influences. This source of direction becomes generalized as an inner core of principles and character traits." (Shostrum, 1966, p. 17)

Project Impact received its genesis from research conducted with the POI.

Thus, there was evidence that the POI could detect the kind of changes Impact was trying to implement. (Miller, 1972)

The Flanders is one of the most widely used of the classroom interaction inventories. Impact was attempting to have teachers become more concerned with the affective domain in their teaching then they had been, and several categories of the Flanders might possibly provide a means of observing this. The project was concerned with looking at the percentage of student talk, and the amount of extended indirect influence (the emphasis the teacher gives to using student ideas, extending and amplifying student statements, and accepting and enlarging upon student feelings.)

During the first year it was decided that some sort of measure had to be taken of the students to see if their perceptions of themselves was affected by Impact. Thus the Self-Concept as a Learner (Waetjen, 1967) and the in-house developed Cleveland Public School Smile Test was given to the students of participating teachers this past fall and will be administered again this May to students of participating teachers and students of next year's participants.

The Smile test was used on K-4th grades, but is probably best suited for K-3. It consists of a series of questions about school, subjects, and outside school activities. The students mark on a face that is smiling or frowning to indicate how they feel about what the question is asking them. There is no post testing as of this time but a facor analysis on the pre-test scores indicate that the students do separate subject matter in the classroom from subject matter outside the classroom. Also, some exploratory analyses indicated that black children are significantly lower than white children at the beginning of the third grade.

The Self-Concept as a Learner Scale (SCAL) has four subscales which make up four dimensions of a student's concept of himself as a learner: motivation, task orientation, problem solving, and class member. The SCAL was read aloud to grades 5-8, to minimize reading difficulties, and grades 9-12 read it for themselves. It is hoped that the students will exhibit growth on at least the motivation and class membership dimensions of the SCAL. One of the concerns of Impact was the evident disaffection of the urban child from the urban school system. It is hoped that the post test will at least show that Impact has arrested the rate of disaffection of the students in the participating teachers classrooms over that of students in other teacher's classrooms.

Results of Data Analyses

Personal Orientation Inventory

One of the first year objectives of Project Impact was to increase the scores on the inner-directed and time competant scales of the POI. Figure 2 presents the results graphically.

Inner-Direction. The AOV for the inner directed scale was significant ($F=18.31$; $df=2, 52$; $p=.001$) for the first year participants. All three means were significant from one another at the .01 level and indicated that the measure of inner direction grew over the academic year. Also, the control group (second year participants) was at the same level in May 74 as the first year particiapnts in September 73. (First year participants' mean scores were: 85.59, 89.63, 93.07. Second year participants' mean scores were 81.24, 83.62, 89.76.) The normative data from the POI manual indicated that the participants were "normal" at the beginning of the program and moved towards a level that the POI defined as self-actualized. The t-test results between the controls and the first year participants for September, February, and May were 1.78, 3.44**, 5.42**, respectively. These results

lend support for the conclusion that Impact succeeded in having the participants "grow" in a psychological dimension. The first year controls became the second year participants and their scores are also given in Figure 2. The movement upward on the inner-directed scale is also significant (F=21.26; df=2,72; p=.001) for the second year participants which lends support to the conclusion that Impact does affect the participating teachers in a positive, self-growth manner.

Time competence. The results of the AOV for the time competence scale was non-signigicant for both the first (F=1.15; df=2,52) and second (F=3.75; df=2,72) year participants. (First year participants' mean scores were: 18.89, 18.67, 19.26. Second year participants' mean scores were: 18.32, 17.38, 18.38) Figure 2 indicates that the first year participants were already at the level Impact was hoping to move them towards and the second year participants are at the "national norm" and staying there. The only possible conclusions are that teachers are already time competent or that Project Impact does not make people more time competent than they are when they start the program. Furthermore, the difference between "normal" and self actualized is 1.2 questions. Very few instruments can make that fine a distinction and the POI is probably not one of them.

Flanders Interaction Analysis

A first year objective was to have the participants demonstrate gains in the proportion of student talk and extended indirect influence, measures obtained from the Flanders interaction matrix. Figure 3 depicts the results of these analyses.

Student Talk. The results of the AOV were not significant for both the first (F=3.09; df=2,52) and second (F=0.69; df=2,54) year participants. Both groups had mean scores that were in the typical percentage range found in the majority of classrooms, 25-35%. (First year participants' mean scores

were: 26.06, 32.82, 27.30. Second year participants' mean scores were: 33.42, 30.33, 33.31) There was some question as to whether this was a vaild goal for a program in affective education. Furthermore, the first year participants were mainly elementary school teachers. The second year participants have a greater proportion of secondary teachers but three fourths of them are special education and physical education teachers. Some have proposed that these teachers are least likely to show gains in percentage of student talk, due to the subject matter or student constituents in those age levels or subjects. In conclusion, however, Impact did not increase the percentage of student talk.

Extended Indirect Influence. The results from the first year AOV were significant, but in the opposite direction of what was expected ($F=12.18$; $df=2,52$; $p=.001$). Figure 3 shows the means of the groups. The second year participants were significantly lower in May 74 (when they were controls) than the first year participants. They were higher in Sept. 74 but dropped in Feb. 75. However, the AOV for the second year participants was non-significant ($F=1.78$; $df=2,54$). (First year participants' mean scores were: 3.84, 1.51, 2.34. Second year participants' mean scores were: 1.89, 2.71, 2.34.) For the second year in a row, the participants scored lower in the amount of extended indirect influence in February than they did in September. Perhaps the May 75 results will clarify the situation. As of this time, it must be stated that Impact has not increased the participants extended indirect influence scores. As a result of the first year data analyses, the content of the sessions dealing with affective strategies in the classroom were revised to stress those strategies that might affect these results. An evaluation of the first year sessions indicated that these strategies had only been mentioned briefly. Since these sessions occur

after February, the results of this revision won't be known until May 75.

Summary

The significance of this project is that the University and the public schools can cooperatively work together on inservice programs. The University offers its expertise and leaves that expertise in the schools when it departs from the program rather than taking the expertise back to the campus at the completion of the program. Under this type of model, the public schools and the University work as equals which benefits both. Furthermore, teachers are aided in developing strategies for dealing with the affective domain in their classrooms, strategies that were probably not covered in their University methods courses. Another aspect of Project Impact is that it seeks to benefit the student by working with the teacher, not the student. Programs of two hours a week for the students will not aid in developing creative students if the teachers do not allow for it in their classrooms.

Another important element to Impact was the affect it had on the participating teachers. Most of them became very enthusiastic about the program and encouraged their friends to participate the next year. Some of the teachers started up a file that was comprized of participants' successful and unsuccessful techniques that were tried out in the classroom. It is hoped that this file will be expanded so that all of the teachers in the district can use it as resource material for their classrooms.

Figure 1. Model of Impact for numbers of participants and group leaders.

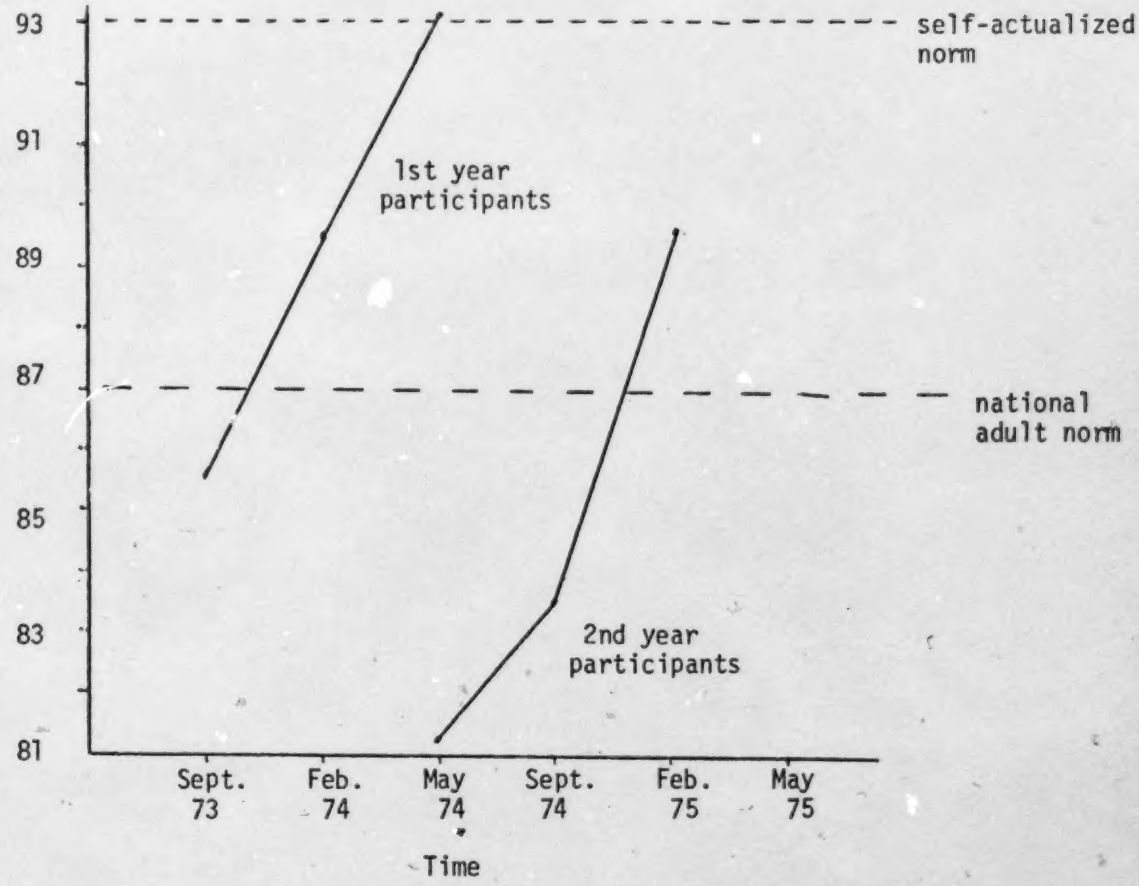
	Year	1			2			3		
		Sept 73	Feb. 74	Apr. 74	Sept 74	Feb. 75	Apr. 75	Sept. 75	Feb. 76	Apr. 76
Participants	1	15 15	15 15	15 15						
	2			60	15 15 15 15	15 15 15 15	15 15 15 15			
	3						60	15 15 15 15	15 15 15 15	15 15 15 15
Group Leaders	1	U UT U UT	U UT U UT	U UT U UT						
	2				U PST U PST U PST U PST	U PST U PST U PST U PST	U PST U PST U PST U PST			
	3							PS PST PS PST PS PST PS PST	PS PST PS PST PS PST PS PST	PS PST PS PST PS PST PS PST
		University group leaders University trainees			University group leaders Public school trainees			Public school group leaders Public school trainees University consultant		

Possible total teachers affected after 3 years is 150*. Sept 76 sees a potential to reach 120 more teachers. A goal of 300** total teachers in 5 years is not unrealistic.

* 150 x 35 = 5,250 students
** 300 x 35 = 10,500 students

Sept. 76 sees a possible pool of 8 group leaders from the public school. Realistically, one could expect 5 or 6 leaders for each year.

Inner-Directed Scale



Time Competent Scale

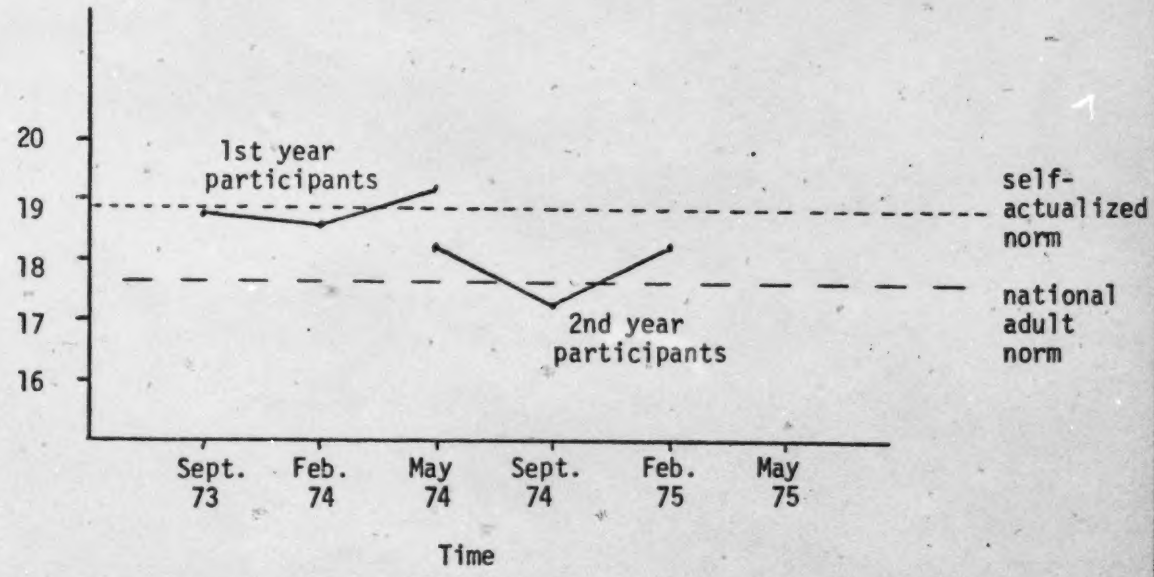


Figure 2. Mean scores off the 1st year participants and the 2nd year participants on the inner-directedness and time competent scales of the Personal Orientation Inventory.

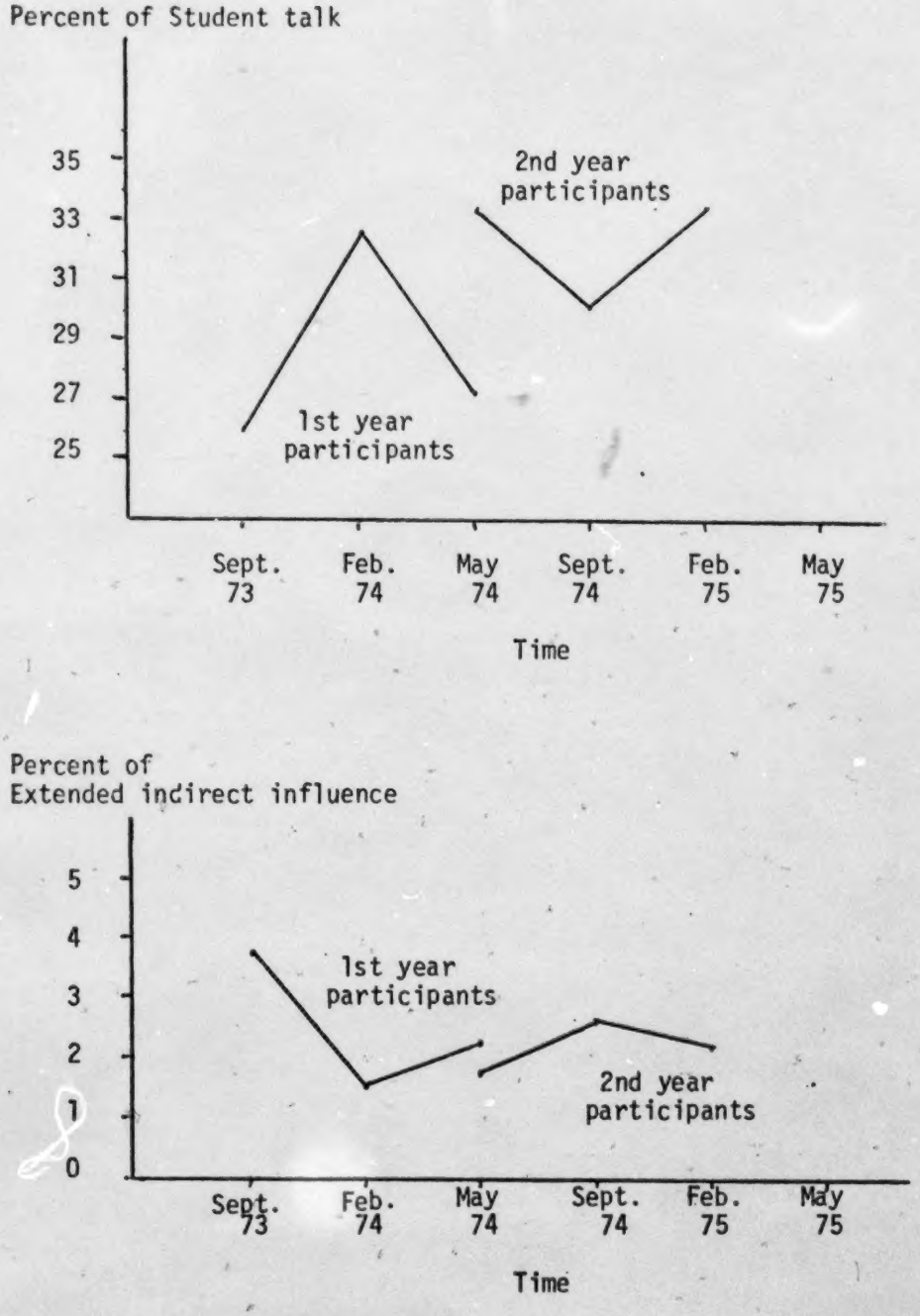


Figure 3. Mean scores of the 1st year participants and the 2nd year participants on the percentage of student talk and percentage of extended indirect influence from the Flanders Interactional Analysis.

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